DOCUMENT RESUME

ED 252 587 TM 850 064

TITLE	Faculty/Staff Recruitment Report: Calendar Year 1983.
INSTITUTION	Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO	AISD-ORE-83.56
PUB DATE	May 84
NOTE	66p.; For a related document, see ED 233 613.
AVAILABLE FROM	Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($2.70, plus $1.00 postage).
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Administrator Selection; *Affirmative Action; *Blacks; Elementary Secondary Education; *Ethnic Distribution; *Hispanic Americans; Organizational Objectives; Program Evaluation; School Districts; *Teacher Recruitment
IDENTIFIERS	*Austin Independent School District TX

ABSTRACT

This report presents the Austin Independent School District's (AISD) Affirmative Faculty/Staff Recruitment Plan 1983 evaluation findings. The plan has two long range goals: (1) to have male and female representation at all employment levels whenever possible; and (2) to attain ethnic percentages for all levels of the professional personnel population that approximately correspond to the ethnic percentages of the district's pupil enrollment. The report addresses: (1) ethnic distribution of AISD students and Texas students; (2) ethnic distribution of AISD employees and Texas employees; (3) ethnic distribution of the available labor market; (4) AISD recruitment and hiring efforts; and (5) current staffing patterns. Student overall ethnic percentages have changed little from 1982. Percentages of minority professionals and administrators have increased. AISD is getting closer to matching Black ethnic percentages, but is not close to matching Hispanic percentages. The percentages of Black or Hispanic student teachers and teachers newly certified are still small, although there was a noticeable increase from 1982 to 1983 in the case of Hispanics. Hiring goals were met for Black new professionals, but were three percentage points below goal for Hispanics. It appears the District put more effort into recruiting Blacks than Hispanics or Anglo/Others. (BS)

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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

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FACULTY/STAFF RECRUITMENT REPORT: CALENDAR YEAR 1983

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May, 1984

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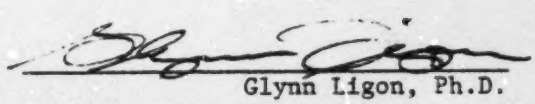

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Publication No. 83.56

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I

Executive Summary

Faculty/Staff Recruitment Report: Calendar Year 1983

Evaluation findings concerning the Affirmative Faculty/Staff Recruitment Plan are presented in this report. The issues addressed are: (a) ethnic distribution of AISD students and Texas students as a whole, (b) ethnic distribution of AISD employees and Texas employees as a whole, (c) ethnic distribution of the labor market available to AISD, (d) recruitment and hiring efforts of AISD, and (e) current staffing patterns. Some of the major findings for AISD in 1983 are summarized below.

- The students' overall ethnic percentages remained almost the same as those of 1982.
- The District increased its percentages of minority professionals and administrators.
- The District is getting closer to meeting the goal for administrative personnel than for professional personnel.
- The District is getting closer to matching the ethnic percentages of Black administrators and professionals to that of the Black student body.
- The District has a long way to go before the ethnic percentages of the Hispanic professionals and administrators match the percentage of the Hispanic student body.
- The percentages of AISD student teachers and of teachers newly certified who are Black or Hispanic are still small, although there was a noticeable increase from 1982 to 1983 in the case of Hispanics.
- The percentage of new professional hires who were Black fell within the percentage goal range established for Blacks; and the percentage who were Hispanic was only three percentage points below the bottom of the goal range for Hispanics.
- Based on the ethnic distribution of the interviews, it seems that the District put more effort into recruiting Blacks than into recruiting Hispanics and Anglo/Others.
- At the professional level, the number of Black hires increased dramatically, while the number of Hispanic hires decreased.
- The percentage of new administrators who were Black was eight percentage points above the top level of the goal range established for Blacks; and the percentage who were Hispanic fell within the percentage goal range established for Hispanics.

General Summary

Project Title: Faculty/Staff Recruitment Report: Calendar Year 1983

Contact Persons: Glynn Ligon, Maria Ramos-Cancel Wicker

Major Positive Findings

1. In 1983, the District had increased its percentages of Hispanic professionals and administrators by 2.7% above 1981 levels, averaging to about a 1.4% increase per year.

2. In 1983, the District had increased its percentages of Black professionals and administrators by 1.2% above 1981 levels, .1% from 1981 to 1982, and 1.1% from 1982 to 1983.

3. The percentage of minorities interviewed on campus who submitted applications increased from 48% in 1982 to about 52% for Black and about 58% for Hispanic in 1983.

4. The percentage of job offers made to persons interviewed on campus who completed applications in 1983 was greater among Blacks and Hispanics than among Anglo/Others; a similar trend was observed in 1982.

5. In 1983, the District hired Black professional applicants at about 2.2 times the rate certified in Texas, representing an increase from last year's figure (1.4).

6. The acceptance rate for offers made to Hispanic applicants remained the same at 90% from 1982 to 1983.

7. The proportion of minorities who left the District decreased from 11% for Black and 17% for Hispanic in 1982 to 7% and 12%, respectively, in 1983.

8. The percent of AISD student teachers who are minorities increased from 4.2% for Black and 8.4% for Hispanic in 1982 to 5.6% and 11.5%, respectively, in 1983.

9. The percentage of newly TEA-certified Hispanics increased from 12% in 1981-82 to 14.2% in 1982-83.

10. At the administrative level, AISD female and male representation has remained almost equally balanced during the last three years, females ranging from 49.2% to 51.4% and males ranging from 50.8% to 48.6%.

Other Major Findings

1. In 1983, in-Texas recruiting produced 12 fewer minority hires than in 1982.

2. In 1983, in-Texas recruiting produced very few Black hires compared to out-of-state recruiting (5 vs. 29).

3. The percentage of newly TEA-certified Blacks dropped from 7.1% in 1981-82 to 6.8% in 1982-83.

4. The percentages of newly TEA-certified Blacks and Hispanics are still small (6.8% and 14.2%, respectively).

5. In 1983, Hispanics were hired at about 1.5 times the rate certified in Texas, representing a decrease from last year's figure (1.9).

6. The acceptance rate for offers made to Black applicants decreased from 90% in 1982 to 70% in 1983.

7. The percentages of AISD student teachers who are Black or Hispanic are still small (5.6% and 11.5%, respectively).

8. At the professional level, males continue to be underrepresented. For example, during the last three years, the percentages for males have ranged from 20.0% to 20.4%.

Note: Percentage changes such as the ones referred to in major positive findings 1 and 2 mean changes in percentage points; that is, the difference between the ethnic percentages of one year and the corresponding ethnic percentages of another year. The term percentage points was avoided to be consistent with previous reports.

Summary by Ethnic Group

Blacks

The Goal

The goal of the Faculty/Staff Recruitment Plan is for the percentage of Blacks in the professional population of AISD to equal that of the student population.

The Student Population

1. In 1983, 19.3% of AISD students were Blacks.

2. The percentage went up .1% from 1982 to 1983.

The Professional Population

1. The percentage of AISD professionals who are Black increased from 12.9% in 1982 to 14.1% in 1983.

2. In 1983, AISD was 73% of the way to meeting its recruitment goal for Black professionals; in 1982, it was 67%. Thus, AISD was closer to the goal in 1983 than it was in 1982.

3. In 1983, AISD needed to add fewer Black professionals to reach the goal than it needed in 1982 (197 vs. 236).

4. In 1983, 14.3% of AISD teachers were Blacks.

The Administrative Population

1. The percentage of AISD administrators who are Black increased from 16% in 1982 to 17% in 1983.

2. In 1983, AISD was 88% of the way to meeting its recruitment goal for Black administrators; in 1982, it was 83%. Thus, AISD was closer to the goal in 1983 than it was in 1982.

3. In 1983, AISD needed to add fewer Black administrators to reach the goal than it needed in 1982 (7 vs. 10).

The Teacher Supply

1. In 1983, certificates issued by the State of Texas to Blacks dropped from 7.1% to 6.8%. To meet its goal, the District needed to employ Blacks at about 2.8 times the rate they received certificates.

2. In 1983, the percentage of newly TEA-certified Black individuals was larger for professional service (e.g., school nurse, counselor) than for teaching (8.5% vs. 6.6%).

3. The percentage of AISD student teachers who are Black increased from 4.2% in 1982 to 5.6% in 1983; however, this percentage is still small.

Recruitment and Hiring

1. The percentage of Blacks interviewed on their college campuses who submitted applications to AISD increased from about 48% in 1982 to about 52% in 1983.

2. Of those Blacks who were interviewed on campus and submitted applications in 1983, 32% received job offers from AISD, compared to 36% in 1982. Both percentages were greater than the corresponding rates for Anglo/Other applicants (6% and 13%, respectively). The 1983 percentage for Blacks (32%) was also greater than that of Hispanics (18%), whereas the 1982 percentage (36%) was smaller than that of Hispanics (40%).

3. In 1983, the percentage of Blacks who accepted offers was higher (76%) than that of Hispanics (67%), but lower than that of Anglo/Others (90%). In 1982, the percentage (73%) was lower than that of both Hispanics (84%) and Anglo/Others (88%).

4. In 1983, the percentage of new Black applicants interviewed in the District's personnel office who received job offers (36%) was higher than the percentage of similar Hispanic and Anglo/Other applicants who received offers (31% and 20%, respectively). In 1982, the percentage (35%) was between that of Hispanics and Anglo/Others (54% and 25%, respectively).

5. The acceptance rate for these Blacks decreased from 80% in 1982 to 74% in 1983. The 1983 percentage was much lower than that of Hispanics and Anglo/Others whose percentages had increased from 82% to 94% and from 88% to 95%, respectively.

6. When all offers and acceptances are considered, the acceptance rate of Blacks decreased from 90% in 1982 to 70% in 1983. In 1983, this acceptance rate was between that of Hispanics (90%) and Anglo/Others (56%), while in 1982, it was the same as that of Blacks (90%) and less than that of Anglo/Others (94%).

7. In 1983, the District hired Black professionals at about 2.2 times the rate they received Texas certification, representing an increase from last year's figure (1.4).

8. The percentage of new professional hires who were Black (15%) fell within the percentage goal range established for recruitment and hiring purposes (15%-20%); the percentage of new administrators who were Black (28%) was eight percentage points above the top level of the percentage goal range.

Progress Toward the Goal

1. The percentage of Black professionals increased from 12.9% in 1982 to 14.1% in 1983, with a net gain of 44 professionals.

2. The percentage of Black administrators increased from 16.0% in 1982 to 17.0% in 1983, with a net gain of two administrators.

Hispanics

The Goal

The goal of the Faculty/Staff Recruitment Plan is for the percentage of Hispanics in the professional population of AISD to equal that of the student population.

The Student Population

1. In 1983, 28.4% of the AISD student population was Hispanic.

2. The percentage went up .4% from 1982 to 1983.

The Professional Population

1. The percentage of AISD professionals who are Hispanic increased from 14.2% in 1982 to 15.5% in 1983.

2. In 1983, AISD was 55% of the way to meeting its recruitment goal for Hispanic professionals; in 1982, it was 51%. Thus, AISD was closer to the goal in 1983 than it was in 1982.

3. In 1983, AISD needed to add fewer Hispanic professionals to reach the goal than it needed in 1982 (485 vs. 517).

4. In 1983, 16% of AISD teachers were Hispanic.

The Administrative Population

1. The percentage of AISD administrators who are Hispanic increased from 18.3% in 1982 to 19.3% in 1983.

2. In 1983, AISD was 68% of the way to meeting its recruitment goal for Hispanic administrators; in 1982, it was 65%. Thus, AISD was closer to the goal in 1983 than it was in 1982.

3. In 1983, AISD needed to add fewer Hispanic administrators to reach the goal than it needed in 1982 (28 vs. 30).

The Teacher Supply

1. In 1983, certificates issued by the State of Texas to Hispanics increased from 12.0% to 14.2%. To meet its goal, the District needed to employ Hispanics at about twice the rate they received certificates.

2. In 1983, the percentage of newly certified Hispanic individuals was larger for professional service (e.g., school nurse, counselor) than for teaching (21.2% vs. 13.2%).

3. The percentage of AISD student teachers who are Hispanic increased from 8.4% in 1982 to 11.5% in 1983; however, this percentage is still small.

Recruitment and Hiring

1. The percentage of Hispanics interviewed on their college campuses who submitted applications to AISD increased from about 48% in 1982 to about 59% in 1983.

2. Of those Hispanics who were interviewed on campus and submitted applications in 1983, 18% received job offers from AISD, compared to 40% in 1982. The 1983 percentage for Hispanics was smaller than that of Blacks (32%) and greater than that of Anglo/Others (6%), whereas the 1982 percentage was higher than that of both Blacks (36%) and Anglo/Others (13%).

3. The percentage of Hispanics who accepted those offers decreased from 84% in 1982 to 67% in 1983. The 1983 percentage for Hispanics was smaller than that of Blacks (76%) and Anglo/Others (90%), whereas the 1982 percentage was between that of Blacks (73%) and Anglo/Others (88%).

4. In 1983, the percentage of Hispanic applicants interviewed in the District's personnel office who received job offers (31%) was smaller than that of Blacks (36%) and higher than that of Anglo/Others (20%). In 1982, the percentage (54%) was greater than that of the other two groups (35% for Blacks, 25% for Anglo/Others).

5. In 1983, the acceptance rate for these Hispanics increased from 82% in 1982 to 94% in 1983, and was similar to that of Anglo/Others (95%) and higher than that of Blacks (74%). In 1982, the acceptance rate for Hispanics (82%) was slightly above that of Blacks (80%) and below that of Anglo/Others (88%).

6. When all offers and acceptances are considered, Hispanics had the same acceptance rate in 1983 as in 1982 (90%). In 1983, this acceptance rate was higher than that of Blacks (90%) and slightly less than that of Anglo/Others (94%).

7. In 1983, the District hired Hispanic professionals at about 1.5 times the rate they received Texas certification, representing a decrease from last year's figure (1.9).

8. The percentage of new professional hires who were Hispanic (22%) was only 3% below the bottom of the percentage goal range established for recruitment and hiring purposes (25%-30%); the percentage of new administrators who were Hispanic (28%) fell within the percentage goal range.

Progress Toward the Goal

1. The percentage of Hispanic professionals in AISD rose from 14.2% in 1982 to 15.5% in 1983, with a net gain of 49 professionals.

2. The percentage of Hispanic administrators increased from 18.3% in 1982 to 19.3% in 1983, with a net gain of two administrators.

Other Findings

1. In 1983, Blacks (17.0%) and Hispanics (19.3%) represented a larger percentage of the administrative population than of the professional population (Black, 14.1%; Hispanic, 15.5%). A similar trend was observed in 1982 (16.0% vs. 12.9% for Blacks and 18.3% vs. 14.2% for Hispanics).

2. The percentage of males in the AISD professional ranks has stayed essentially the same during the last five years (between 20.0% and 20.6%).

3. The percentage of female administrators has varied slightly during the last five years (47.2% - 51.4%), reaching its highest percentage in 1983.

4. At the professional level, the ratio of females to males in 1983 was greatest for Blacks (5.9% to 1) compared to the ratio of Hispanics (3.8 to 1) and that of Anglo/Others (3.7 to 1). A similar trend was observed in 1982; however, the ratio for Blacks was larger (6.6 to 1).

5. At the administrative level, the ratio of females to males in 1983 was greater than 1.0 for both Blacks (1.4 to 1) and Hispanics (1.2 to 1) and less than 1.0 for Anglo/Others (.9 to 1). A similar trend was observed in 1982.

6. When all offers and acceptances are considered, the acceptance rate of Anglo/others decreased from 94% in 1982 to 56% in 1983.

7. On-campus recruiting was more successful in hiring Black professionals than office recruiting (34 hires vs. 20 hires); for Hispanic professionals on-campus recruiting was less successful than office recruiting (10 hires vs. 49 hires).

8. On-campus recruiting outside the State of Texas was more successful in hiring Black professionals than in-Texas recruiting (29 hires vs. 5 hires); for Hispanic professionals on-campus recruiting outside the State of Texas was less successful than in-Texas recruiting (0 hires vs. 10 hires).

Conclusion

Overall, the Austin Independent School District is making progress in its efforts toward meeting the recruitment goals for both professionals and administrators. This progress is more noticeable in the case of administrators and of Blacks. The District is also making improvements in retaining minority professionals. However, areas that present difficulties in meeting the District's goals still exist (e.g., size of labor pool at local and state levels). The District should continue to be aware of these areas in future planning efforts.

II

Background

On November 28, 1977, the Board of Trustees for the Austin Independent School District formally adopted a plan committing itself to providing equal employment and promotional opportunities for all individuals. A copy of the original Faculty/Staff Recruitment Plan is contained in Attachment 1 of this report. A copy of the up-dated version is available through the Department of Personnel.

The Plan adopted by the Board established goals for the sex and ethnic representation of the District's staff. These goals are as follow:

A. The Austin Independent School District will make a continuous effort to place male and female representation at all levels of employment whenever possible.

B. The Austin Independent School District will make a continuous effort to attain the ethnic percentage of professional personnel at all levels which approximately correspond to the ethnic percentages of pupil enrollment.

On September 13, 1982, amendments to the Faculty/Staff Recruitment Plan were approved by the School Board as follow:

- That as a goal, the District will attempt to recruit and employ minorities for the remainder of the 1982-83 school year and in future school years in the following percentages:

Black	15-20%
Mexican American	25-30%
Other	50-55%

- That paragraph V.C.1 of the Faculty/Staff Recruitment Plan be expanded as follows:

  "The Executive Director of Staff Personnel and the Associate Superintendent for Operations will develop a plan for recruiting by high-level administrators and members of the Personnel Office to the greatest areas of minority professional and administrator employment; that is, the Rio Grande Valley in Texas for Hispanics and selected areas in the Northeast and Southeast for Blacks. These visits should be made in the fall with a follow-up visit in the spring. Contracts should be available for final approval during the spring visit. Active recruiting should be continued by the Personnel Office on the campuses which have large numbers of Black and Mexican American students."

- In addition, the Board of Trustees appointed an Affirmative Action Officer and approved a job description that supports an active role for the officer in monitoring, reviewing, and participating in

the District's affirmative action efforts. An Affirmative Action Advisory Committee was also approved to assist in making the recruitment plan more effective.

A major focus of the plan is the setting of goal commitments at every campus, special unit, and division in the District. These goal commitments, which are prepared in October and November of each year, provide a written plan of action for guidance in recruitment and employment. These commitments are subjected to a review process. Upon the completion of this process, the goal commitments are used by the Department of Staff Personnel in their recruiting efforts.

The Plan also stipulates that the District will monitor its progress through a yearly report to the Board. Such a report has been prepared in each of the last five years. On January 21, 1980, the U. S. District Court (Western District of Texas, Austin Division) approved a Consent Decree concerning desegregation of the Austin Independent School District. This Consent Decree commits the District to continue the efforts outlined in the Faculty/Staff Recruitment Plan and also to continue to document these efforts. A stipulation to the Order of the Federal District Court of June 3, 1983, confirmed this requirement.

The stipulation states:

A. "Professionals, administrators and other staff members will be hired, assigned, promoted, paid, demoted, dismissed, or otherwise treated without regard to race, color, or national origin."

B. "AISD shall continue its commitment to affirmative action recruitment and employment. Special attention and priority will continue to be given to high visibility positions both in central administration and at local campuses. AISD shall continue its effort to recruit and to employ highly skilled and well-qualified minority teachers and administrators."

The District, the superintendent's cabinet, central administrators and principals are responsible for the implementation of the affirmative action plan. Another aspect of the responsibility of the administration is the identification of problem areas associated with affirmative action and the development of strategies for arriving at solutions. The Office of Research and Evaluation, in coordination with the Department of Personnel and the Affirmative Action Officer, will compile the data, analyze the effectiveness of the plan, and prepare the annual report. The annual report will help to decide if the Affirmative Faculty/Staff Recruitment Plan for meeting the District's goals needs to be modified.

III

Context

This chapter examines the context within which the District must work by comparing the ethnic percentages of AISD students with the state as a whole and by comparing the ethnic and sex percentages of AISD employees with those of the state. Finally, a description of the labor market available to AISD is provided.

We include only information on employees with professional or administrative contracts in this report. Professionals include such people as teachers, counselors, evaluation assistants, and therapists. Administrators include such people as assistant superintendents, principals, department directors, coordinators, and evaluators.

How does the ethnic breakdown of AISD students compare with that of the state?

Throughout this report, District staff and students who are Anglo, Asian, or Native American are considered to fall into the category referred to as "Other." The category "Hispanic" refers to all persons of Spanish descent; e.g., Mexican American, Puerto Ricans, Cubans, etc.

Figure 1 shows the ethnic percentages of students in AISD and the State of Texas. The AISD data are taken from the October Ethnicity Reports prepared by the Department of Student Records and Reports. The state information was obtained from the Texas Education Agency. The following conclusions are evident from the table:

a. The percentage of Black students is declining slightly in Texas, while the percentage in the District is increasing slightly.

b. The percentage of Hispanic students in both the state and the District is increasing.

c. The percentage of "Other" students in the state and the District is decreasing.

d. The percentage of Hispanic students in AISD is similar to the percentage of Hispanic students in the state.

e. In 1983, AISD had about 4.6% more Blacks than the state, and about 4.1% fewer "Others."

Year	Locale	STUDENT ETHNICITY					
		BLACK		HISPANIC		OTHER	
		Number	Percent	Number	Percent	Number	Percent
1976	Austin	9,378	16.0	13,933	23.8	35,342	60.3
	Texas	-	15.5	-	24.2	-	60.3
1977	Austin	9,703	16.6	14,046	24.1	34,666	59.3
	Texas	-	15.3	-	25.3	-	59.4
1978	Austin	9,915	17.1	14,210	24.5	33,834	58.4
	Texas	-	-	-	-	-	-
1979	Austin	9,986	17.5	14,738	25.8	32,358	56.7
	Texas	432,151	15.0	763,623	26.6	1,677,527	58.4
1980	Austin	10,301	18.6	15,083	27.2	29,985	54.2
	Texas	434,667	15.0	796,614	27.5	1,668,786	57.5
1981	Austin	10,448	19.1	15,294	28.0	28,916	52.9
	Texas	435,252	14.8	826,303	28.1	1,674,617	57.0
1982	Austin	10,627	19.2	15,471	28.0	29,150	52.8
	Texas	439,586	14.7	853,304	28.6	1,692,769	56.6
1983	Austin	10,854	19.3	15,939	28.4	29,421	52.3
	Texas	441,530	14.7	871,794	29.0	1,696,131	56.4

Figure 1. STUDENT ETHNIC COMPOSITION OF AISD AND TEXAS BY YEAR WHERE AVAILABLE.

Figure 2 shows the changes in ethnic composition and the total number of AISD students for the last four years. The following conclusions are evident from the table:

a. There was a decrease in the total number of students from 1980 to 1981.

b. While the number of "Other" students decreased greatly from 1980 to 1981, the number of Black and Hispanic students increased. The Hispanic students had a larger increase.

c. The total number of students increased in 1982. This trend continued in 1983.

d. The number of "Other" students increased in 1982 for the first time since 1976 (also see Figure 1). This increase (+234) represents 39.7% of the total student increase (+590).

e. The Black and Hispanic students had similar increases in 1982, each representing approximately 30% of the total student increase (+590).

f. The number of "Other" students increased in 1983 also. This increase (+271) represents 28.1% of the total student increase (+966).

g. The increase for the Hispanic students in 1983 was greater than that of the Black and "Other" students. The increase for the Hispanic students represents 48.4% of the total student increase (+966).

YEAR	TOTAL		ETHNICITY					
			Black		Hispanic		Other	
	Number	(Change)	Number	(Change)	Number	(Change)	Number	(Change)
1980	55,369		10,301		15,083		29,985	
		(-711)		(+147)		(+211)		(-1,069)
1981	54,658		10,448		15,294		28,916	
		(+590)		(+179)		(+177)		(+ 234)
1982	55,248		10,627		15,471		29,150	
		(+966)		(+227)		(+468)		(+ 271)
1983	56,214		10,854		15,939		29,421	

Figure 2. CHANGE IN THE ETHNIC COMPOSITION AND TOTAL NUMBER OF AISD STUDENTS FOR THE LAST FOUR YEARS.

How does the District compare with the state in the ethnic composition of its professionals and administrators?

Figure 3 provides the ethnic percentages for professionals in the District and the state. The 1982 and 1983 ethnic percentages for Texas were provided by the Texas Education Agency. The AISD ethnic percentages were provided by the AISD Personnel Department.

Year	Locale	ETHNICITY		
		Black	Hispanic	Other
Professionals				
1982	Austin	12.9	14.2	72.9
	Texas	10.8	11.1	78.1
1983	Austin	14.1	15.5	70.5
	Texas	10.7	11.4	77.9
Teachers Only				
1983	Austin	14.3	16.0	69.7
	Texas	10.7	11.4	77.9

Figure 3. ETHNIC PERCENTAGES OF ALL PROFESSIONAL EMPLOYEES IN AUSTIN AND TEXAS FOR THE LAST TWO YEARS, AND OF TEACHERS ONLY FOR 1983.

Data on the percentage of administrators by ethnicity in the State of Texas and the AISD are presented for 1982 and 1983 in Figure 4. These data were provided by TEA and the AISD Personnel Department. Changes in the ethnic percentages for AISD professionals and administrators combined over 16 years are provided in Figure 5.

Year	Locale	ETHNICITY		
		Black	Hispanic	Other
1982	Austin	16.0	18.3	65.7
	Texas	8.8	11.1	80.2
1983	Austin	17.0	19.3	63.6
	Texas	8.9	11.9	79.2

Figure 4. ETHNIC PERCENTAGES OF ADMINISTRATORS IN AUSTIN AND TEXAS FOR THE LAST TWO YEARS.

Fall	Black	(Change)	Hispanic	(Change)	Other	(Change)
1968	14.0		2.2		83.7	
		+0.5		+0.2		-0.7
1969	14.5		2.4		83.0	
		+0.7		+0.4		-1.0
1970	15.2		2.8		82.0	
		-0.5		+1.6		-1.2
1971	14.7		4.4		80.8	
		-0.1		+0.5		-0.4
1972	14.6		4.9		80.4	
		-0.2		+1.5		-1.3
1973	14.4		6.4		79.1	
		-0.5		+0.1		+0.4
1974	13.9		6.5		79.5	
		-0.3		+1.1		-0.6
1975	13.6		7.6		78.9	
		None		+1.2		-1.3
1976	13.6		8.8		77.6	
		-0.6		+1.2		-0.5
1977	13.0		10.0		77.1	
		None		+0.7		-0.7
1978	13.0		10.7		76.3	
		-0.4		+1.2		-0.8
1979	12.6		11.9		75.5	
		+0.4		+0.6		-1.0
1980	13.0		12.5		74.5	
		+0.1		+0.6		-0.7
1981	13.1		13.1		73.8	
		+0.1		+1.4		-1.5
1982	13.2		14.5		72.3	
		+1.1		+1.3		-2.4
1983	14.3		15.8		69.9	

Figure 5. CHANGE IN THE ETHNIC PERCENTAGES OF AISD PROFESSIONALS AND ADMINISTRATORS COMBINED FOR 16 YEARS.

Figure 6 provides a similar table for administrators for the last five years, and Figure 7 for professionals for the last four years.

Fall	Black	(Change)	Hispanic	(Change)	Other	(Change)
1979	14.3		16.2		69.5	
		+0.1		-0.6		+0.5
1980	14.4		15.6		70.0	
		+1.4		+1.8		-3.1
1981	15.8		17.4		66.9	
		+0.2		+0.9		-1.2
1982	16.0		18.3		65.7	
		+1.0		+1.0		-2.6
1983	17.0		19.3		63.6	

Figure 6. CHANGE IN THE ETHNIC PERCENTAGES OF AISD ADMINISTRATORS FOR THE LAST FIVE YEARS.

Fall	Black	(Change)	Hispanic	(Change)	Other	(Change)
1980	12.6		12.3		75.1	
		+0.3		+0.6		-0.9
1981	12.9		12.9		74.2	
		0.0		+1.3		-1.3
1982	12.9		14.2		72.9	
		+1.2		+1.3		-2.4
1983	14.1		15.5		70.5	

Figure 7. CHANGE IN THE ETHNIC PERCENTAGES OF AISD PROFESSIONALS FOR THE LAST FOUR YEARS.

What can be learned from these figures?

a. The percentages of minority professionals and administrators in the District exceed those of the state. These percentages have increased from 1982 to 1983. (See figures 3 and 4.)

b. The District seems to be reversing a former trend of losing Black professionals and administrators. The largest increase during the last 15 years occurred in 1983. (See figure 5.)

c. AISD continues to make progress in increasing the percentage of Hispanic professionals and administrators. (See figure 5.)

d. The District showed a 3.1% gain in minority administrators (Black, 1.2% and Hispanic, 1.9%) between 1981 and 1983. Between 1982 and 1983, this gain was of 2%, doubling the gain between 1981 and 1982. (See figure 6.)

e. The District showed a 2.5% gain in minority professionals (Black, 1.2%, and Hispanic, 1.3%) between 1982 and 1983. (See figure 7.)

The goal of the District is for the ethnic representation of the staff to mirror that of the student population. To gauge the District's progress toward that goal, an index may be calculated by dividing the percentage of the staff who belong to that group by the percentage of the student body who belong to that group. If the District is on target, the resulting value will equal 1.0. If the value is less than 1.0, the District is short on staff of that ethnic group. If the value exceeds 1.0, then the District has an excess of staff from that group. If one assumes that the State also has a goal of parity between student and staff percentages, then an index can also be computed for the state.

Figures 8 and 9 report such an index for professionals and administrators in AISD and the state. Figures 10 and 11 show the ethnic percentages of professionals and students and the ethnic percentages of administrators and students in AISD and the state. These percentages were used to calculate the indexes reported in Figures 8 and 9.

Locale	ETHNIC GROUP					
	Black		Hispanic		Other	
	1982	1983	1982	1983	1982	1983
Austin	.67	.73	.51	.55	1.38	1.35
Texas	.73	.73	.39	.39	1.38	1.38

Figure 8. PERCENTAGE OF PROFESSIONALS IN EACH ETHNIC GROUP DIVIDED BY THE PERCENTAGE OF STUDENTS IN THAT GROUP. Values greater than 1.0 indicate an excess of that ethnic group relative to the population. Values less than 1.0 indicate a need to improve the representation of the ethnic group.

Locale	ETHNIC GROUP					
	Black		Hispanic		Other	
	1982	1983	1982	1983	1982	1983
Austin	.83	.88	.65	.68	1.24	1.22
Texas	.60	.61	.39	.41	1.42	1.40

Figure 9. PERCENTAGE OF ADMINISTRATORS IN EACH ETHNIC GROUP DIVIDED BY PERCENTAGE OF STUDENTS IN THAT GROUP. Values greater than 1.0 indicate an excess of that ethnic group relative to the population. Values less than 1.0 indicate a need to improve the representation of the ethnic group.

Despite the fact that the District has a greater percentage of Black professionals than the state as a whole, Figure 8 shows that in 1982 AISD was slightly further behind in reaching its goal than the state as a whole (.67 for AISD vs. .73 for Texas as a whole). *However, AISD and the state are at the same level in 1983. Figure 8 also shows that AISD has done a better job than the state in recruiting a corps of Hispanic professionals* (.51 for AISD vs. .39 for the state in 1982 and .55 for AISD vs. .39 for the state in 1983).

Figure 9 shows that *AISD is well ahead of the state in hiring administrators who reflect the ethnic makeup of the student body.*

Locale		ETHNIC GROUP					
		Black		Hispanic		Other	
		1982	1983	1982	1983	1982	1983
Austin	Professional	12.9	14.1	14.2	15.5	72.9	70.5
	Student	19.2	19.3	28.0	28.4	52.8	52.3
Texas	Professional	10.8	10.7	11.1	11.4	78.1	77.9
	Student	14.7	14.7	28.6	29.0	56.6	56.4

Figure 10. PERCENTAGES OF PROFESSIONALS AND STUDENTS IN EACH ETHNIC GROUP FOR THE LAST TWO YEARS.

Locale		ETHNIC GROUP					
		Black		Hispanic		Other	
		1982	1983	1982	1983	1982	1983
Austin	Administrator	16.0	17.0	18.3	19.3	65.7	63.6
	Student	19.2	19.3	28.0	28.4	52.8	52.3
Texas	Administrator	8.8	8.9	11.1	11.9	80.2	79.2
	Student	14.7	14.7	28.6	29.0	56.6	56.4

Figure 11. PERCENTAGES OF ADMINISTRATORS AND STUDENTS IN EACH ETHNIC GROUP FOR THE LAST TWO YEARS.

In conclusion, the current status of the District seems to be as follows:

a. The District has reversed a decline in the percentage of Black professionals and administrators.

b. The District continues to increase the percentage of Hispanic professionals and administrators.

c. The District is getting closer to matching the ethnic percentages of Black administrators and professionals to that of the Black student body.

d. The District has a long way to go before the ethnic percentages of the Hispanic professionals and administrators match the percentage of the Hispanic student body.

How does AISD compare with the state in the breakdown of its professionals and administrators by sex?

The percentages of male and female professionals in AISD and Texas are presented in Figure 12. The data in this table indicate that the percentages of males and females are more disproportionate in the AISD than they are in Texas. However, the situation may be improving, for there has been a slight increase in the percentages of male professionals in AISD in the last two years. The percentages of male and female administrators are presented in Figure 13. Only the last two years are reported. The table indicates that the percentages of males and females are more balanced in the AISD than they are in Texas.

Data for the State of Texas were provided by the Texas Education Agency. The AISD data were provided by the District's Personnel Department.

YEAR	AUSTIN		TEXAS	
	MALE	FEMALE	MALE	FEMALE
1979	20.6	79.4	-	-
1980	20.4	79.6	24.2	75.8
1981	20.0	80.0	27.0	73.0
1982	20.2	79.8	23.3	76.7
1983	20.4	79.6	23.3	76.7

Figure 12. THE PERCENTAGES OF PROFESSIONALS BY SEX IN AUSTIN AND TEXAS FOR THE LAST FIVE YEARS.

YEAR	AUSTIN		TEXAS	
	MALE	FEMALE	MALE	FEMALE
1982	50.3	49.7	71.7	28.3
1983	48.6	51.4	70.7	29.3

Figure 13. PERCENTAGES OF ADMINISTRATORS BY SEX IN AUSTIN AND TEXAS FOR 1982 AND 1983.

In Figure 14, a five-year summary of the percentages of males and females for both professionals and administrators within AISD is presented.

The figure indicates that between 1979 and 1983 there has been

a. a 4% gain in the percentage of female administrators, and consequently, a 4% decrease of male administrators; and

b. very little variation in the percentage of male professionals.

YEAR	ADMINISTRATOR		PROFESSIONAL		TOTAL	
	Male	Female	Male	Female	Male	Female
1979	52.6	47.4	20.6	79.4	23.2	76.8
1980	52.8	47.2	20.4	79.6	23.0	77.0
1981	50.8	49.2	20.0	80.0	22.4	76.6
1982	50.3	49.7	20.2	79.8	22.5	77.5
1983	48.6	51.4	20.4	79.6	22.6	77.4

Figure 14. PERCENTAGES OF PROFESSIONALS AND ADMINISTRATORS BY SEX IN AISD FOR THE LAST FIVE YEARS.

Figure 15 provides the sex ratio for females and males in AISD by position and ethnicity. The table shows the ratio of females to males. At the professional level there were about four females for each male on the average. Note, however, that the ratio for Blacks was six-and-a-half to one in 1982. This ratio went down in 1983. At the administrative level, Black and Hispanic females slightly outnumbered males.

POSITION	Year	ETHNICITY			Total
		Black	Hispanic	Other	
Professional	1982	6.56 to 1	3.51 to 1	3.74 to 1	3.94 to 1
	1983	5.86 to 1	3.80 to 1	3.66 to 1	3.90 to 1
Administrator	1982	1.38 to 1	1.19 to 1	.86 to 1	.99 to 1
	1983	1.36 to 1	1.19 to 1	.90 to 1	1.02 to 1

Figure 15. SEX RATIOS (FEMALES TO MALES) FOR AISD PROFESSIONAL AND ADMINISTRATIVE POSITIONS BY ETHNICITY FOR 1982 AND 1983.

What are the characteristics of persons entering the field of education?

The supply of teachers in the labor market is partially a function of

a. the number of new teaching certificates issued, and

b. the number of student teachers in a district.

Figure 16 provides a breakdown by ethnicity of

a. the students in AISD,

b. the students in Texas, and

c. the certificates issued in Texas.

It should be noted that the number of certificates issued is not equal to the number of individuals newly certified. The Certification Division of the Texas Education Agency estimates that most of the newly certified individuals receive certificates in at least two teaching fields. Thus, they estimate that the number of individuals newly certified is about one-half the number of certificates issued. Still, one would expect the percentage of certificates issued to each group to roughly estimate the percentage of beginning teachers who belong to the group.

ETHNIC GROUP	PERCENTAGE OF					
	AISD STUDENTS		TEXAS STUDENTS		CERTIFICATES ISSUED	
	1982	1983	1982	1983	1981-82	1982-83
Black	19.2	19.3	14.7	14.7	7.1	6.8
Hispanic	28.0	28.4	28.6	29.0	12.0	14.2
Other	52.8	52.3	56.6	56.4	80.9	79.0

Figure 16. REPRESENTATION OF ETHNIC GROUPS IN VARIOUS POPULATIONS FOR 1982 AND 1983.

Figure 16 indicates that both

a. the percentages for minority students in the State of Texas and AISD and

b. the percentages for minority professionals presently employed in the State of Texas and AISD

are greater than the percentages of newly certified minority individuals.

This figure also indicates that the percentage of newly certified Blacks dropped in 1983, while the percentage of newly certified Hispanics increased. Figure 17 provides a five-year summary by ethnicity of the percentages of certificates issued by the Texas Education Agency.

YEAR	ETHNICITY		
	Black	Hispanic	Other
1975-76	7.1	11.7	81.2
1979-80	7.1	11.7	81.2
1980-81	6.6	11.7	81.7
1981-82	7.1	12.0	80.9
1982-83	6.8	14.2	79.0

Figure 17. FIVE-YEAR SUMMARY OF THE PERCENTAGES OF CERTIFICATES ISSUED BY TEA TO EACH ETHNIC GROUP.

These data on certificates issued reveal that, except for Hispanics in 1982-83, very little change occurred from 1975-76 to the present in the ethnic composition of the new teachers entering the profession.

Figure 18 gives a breakdown of the ethnic percentages of certificates issued in 1982-83 by type of certificate. This figure shows that the percentages of newly certified minority individuals are larger for professional service (e.g., school nurse, counselor) than for teaching.

TYPE OF CERTIFICATE	ETHNICITY		
	Black	Hispanic	Other
Teaching	6.6	13.2	80.2
Professional Service	8.5	21.2	70.3
Total	6.8	14.2	79.0

Figure 18. ETHNIC PERCENTAGES OF CERTIFICATES ISSUED IN TEXAS IN 1982-83 FOR TEACHING AND PROFESSIONAL SERVICE.

As noted earlier, a primary source of new teachers for any school district is student teachers placed in that district. They have a strong advantage in consideration for hiring because they are known to the principals. To the extent that the pool of student teachers is overwhelmingly Anglo and "Other" in composition, the District will have difficulty in meeting its hiring goals. Figure 19 below shows the ethnic percentages of student teachers in AISD for six years.

YEAR	ETHNICITY		
	Black	Hispanic	Other
1975-76	7.1	11.7	81.2
1979-80	4.5	11.2	84.3
Fall 1980	3.4	9.2	87.4
Fall 1981	4.6	8.3	87.1
Fall 1982	4.2	8.4	87.5
Fall 1983	5.6	11.5	82.8

Figure 19. SIX-YEAR SUMMARY OF THE ETHNIC PERCENTAGES OF STUDENT TEACHERS IN AISD.

Figure 19 reveals that from 1980 to 1982 there had been very little variation in the percentage of student teachers in each ethnic group. However, a noticeable increase occurred in 1983.

Figure 20 provides the number of student teachers in AISD during the fall of 1982 and 1983 by ethnic group and college or university. Student teachers were placed in the District from seven area colleges or universities.

The following conclusions are apparent from Figure 20:

a. The majority of the Hispanic and "Other" student teachers in the District were from the University of Texas.

b. An equal number of Black student teachers came from Huston-Tillotson and the University of Texas in 1982; it was almost equal in 1983, too.

c. In 1982 about 12.5 percent of student teachers in the District were minorities; in 1983 minority student teachers increased to about 17.2%.

d. Between 85 and 86 percent of the student teachers in the District were from the University of Texas.

COLLEGE OR UNIVERSITY	STUDENT TEACHERS IN 1982				STUDENT TEACHERS IN 1983			
	ETHNICITY				ETHNICITY			
	Black	Hispanic	Other	Total	Black	Hispanic	Other	Total
University of Texas	6	19	265	290	7	30	253	290
Huston-Tillotson	6	0	0	6	8	0	0	8
St. Edwards	0	6	6	12	2	7	4	13
Southwest Texas St.	1	3	20	24	2	2	20	24
Concordia	0	0	2	2	0	0	2	2
Prairie View A&M	1	0	0	1	-	-	-	-
Texas A&M	-	-	-	-	0	0	1	1
TOTAL	14	28	293	335	19	39	280	338

Figure 20. THE ETHNICITY OF STUDENT TEACHERS IN AISD BY COLLEGE OR UNIVERSITY FOR 1982 AND 1983.

Summary

In this chapter the status of the District and the State of Texas as a whole was examined. This examination revealed the following:

a. Overall, the District has made progress in its effort to achieve ethnic parity between the student body and the professional personnel for Blacks and Hispanics.

b. The District is closer to meeting the goal for administrative personnel than for professional personnel.

c. The District has achieved equal representation of male and female administrators.

d. The percentages of AISD student teachers and of teachers newly certified who are Black or Hispanic are still small.

A factor that may hinder the effort of the District in its attempt to reach its goals is that, although the percentages of Hispanics newly certified and Hispanic student teachers increased in 1983, the percentages of minorities newly certified in Texas or who are student teachers in the District tend to be less than the percentages of minorities employed in the District.

Furthermore, the 1981 Faculty/Staff Recruitment Report (publication number 81.47) noted a downward trend in the supply of new teachers in Texas and the U. S. The same report found that in AISD the Black professionals were the oldest ethnic group. Losses due to retirement can be expected to hit this group the hardest in coming years while the supply of young, Black professionals is expected to remain small.

IV

Recruitment and Hiring Information

In the previous chapter, the constraints within which the District conducts its recruiting and hiring efforts were examined. Some of these constraints were the status of the District and the size of the labor pool for teachers in the local areas and the State of Texas as a whole. These constraints complicate the District's recruiting and hiring efforts. In this chapter an examination of these efforts is conducted.

Information concerning the ethnicity and sex of teachers who were interviewed and actually hired as a result of campus visits and in-office interviews is reported here. Additionally, information on teachers placed in "highly visible positions" is provided. The data used in this chapter were supplied by the District's Office of Staff Personnel.

What is the ethnic and sex breakdown of teachers recruited on college campuses in 1982 and 1983?

During 1982 and 1983, members of the Department of Staff Personnel and other District administrators made recruiting trips to different college and university campuses. The results of these recruiting trips are summarized in Figures 21-23. Figure 21 presents, by sex and ethnicity, the number and percent of individuals who were interviewed on Texas college campuses, received employment offers, and accepted offers.

Figure 22 reports the same information for students interviewed on campuses outside the state, and Figure 23 provides combined results for all on-campus recruiting. Some findings from the figures are listed below.

a. In 1983, in-Texas recruiting produced 41 hires for 27 visits. Of those 41 hires, five were Black and 10 were Hispanic. There were 12 fewer minority hires than in 1982 (Black, 8; Hispanic, 19). (See Figure 21.)

b. In 1983, outside-the-state recruiting produced 30 new hires for 39 visits; 29 were Black and one was Anglo/Other. There were 26 more Black hires than in 1982. There were no Hispanic hires. (See Figure 22.)

c. Of all the persons who were interviewed on campus and completed applications in 1983, the following percentages were offered jobs: Blacks, 32%; Hispanics, 18%; Anglo/Others, 6%. There were fewer offers in 1983 than in 1982 (Blacks, 36%; Hispanics, 40%; Anglo/Others, 13%). (See Figure 23.)

d. In 1983, 9% of the individuals who were interviewed on campus recruiting visits were offered positions with the District; about 79% of those given offers accepted positions. There were fewer offers and fewer acceptances than in 1982 (12% and 84%, respectively). (See Figure 23.)

e. In 1983, for the on-campus recruiting effort, the proportion of offers made to the Black group exceeded their representation in the interview population; e.g., Blacks comprised 25% of those interviewed and 50% of those offered jobs. Offers to Blacks exceeded Black representation in the interview population by 25%. In 1982, this excess was of 5% (13% vs. 18%). Offers to Hispanics exceeded, in 1983, Hispanic representation in the interview population by 4% (17% vs. 13%). In 1982, this excess was of 12% (30% vs. 18%). (See Figure 23.)

f. The acceptance rate for minorities who were given offers increased dramatically from 45% in 1981 to 80% in 1982, and it decreased to 73% in 1983. The acceptance rate for Blacks increased from 73% to 76% in 1983, but decreased for Hispanics from 84% to 67%. (See Figure 23.)

During 1983, a total of 708 individuals were interviewed in the offices of the Department of Staff Personnel. There were 19 more interviews than in 1982. In Figure 24, the number and percent of individuals by sex and ethnicity who were interviewed, received an offer, and accepted an offer as a result of an office interview are presented.

The data in the figure indicate that, in 1983, for the office recruiting effort the proportion of offers made to the Hispanic group exceeded their representation in the interview population; e.g., Hispanics comprised 24% of those interviewed and 30% of those offered jobs. Offers to Hispanics exceeded Hispanic representation in the interview population by 6%. In 1982, offers to Hispanics exceeded Hispanic representation in the interview population by 12% (29% vs. 17%). In 1983, offers to Blacks exceeded Black representation in the interview population by 6% (16% vs. 10%). In 1982, offers to Blacks exceeded Black representation in the interview population by 1% (9% vs. 8%).

A comparison of Figures 23 and 24 reveals that, in 1982, on-campus recruiting was more successful in hiring Black applicants than office recruiting. Sixteen percent of new hires from campus recruiting were Blacks, compared with nine percent of office hires. This trend increased dramatically in 1983. Forty-eight percent of new hires from campus recruiting were Blacks, compared to 13% of office hires. For Hispanics, in 1983, on-campus recruiting was less successful than office recruiting. Only 14% of new hires from campus recruiting were Hispanics, compared to 31% of office hires.

Figure 25 provides combined results for all on-campus and office recruiting. This figure shows that, except for the case of Blacks, there were fewer job offers among the individuals recruited in 1983 than in 1982.

Ethnicity/Sex	INTERVIEWS				OFFERS				ACCEPTANCES				ACCEPTANCE RATE	
	1982		1983		1982		1983		1982		1983		1982	1983
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	%	%
Black Male	7	(1)	15	(2)	1	(2)	1	(2)	1	(2)	0	(0)	100	0
Black Female	37	(7)	48	(8)	9	(14)	10	(18)	7	(12)	5	(12)	78	50
Black Total	44	(8)	63	(10)	10	(15)	11	(20)	8	(14)	5	(12)	80	45
Hispanic Male	22	(4)	27	(4)	3	(5)	1	(2)	3	(5)	1	(2)	00	100
Hispanic Female	80	(14)	100	(16)	20	(30)	14	(25)	16	(28)	9	(22)	80	64
Hispanic Total	102	(18)	127	(21)	23	(35)	15	(27)	19	(33)	10	(24)	83	67
Other Male	74	(13)	104	(17)	9	(14)	7	(13)	8	(14)	6	(15)	89	86
Other Female	332	(60)	320	(52)	24	(36)	22	(40)	22	(39)	20	(49)	92	91
Other Total	406	(74)	424	(69)	33	(50)	29	(53)	30	(53)	26	(63)	91	90
Male Total	103	(19)	146	(24)	13	(20)	9	(16)	12	(21)	7	(17)	92	78
Female Total	449	(81)	468	(76)	53	(80)	46	(84)	45	(79)	34	(83)	85	74
Total	552	(100)	614	(100)	66	(100)	55	(100)	57	(100)	41	(100)	86	75

Figure 21. SUMMARY OF ON-CAMPUS RECRUITING IN THE STATE OF TEXAS FOR 1982 AND 1983.

Ethnicity/Sex	INTERVIEWS				OFFERS				ACCEPTANCES				ACCEPTANCE RATE	
	1982		1983		1982		1983		1982		1983		1982	1983
	N	%	N	%	N	%	N	%	N	%	N	%	%	%
Black Male	8	(6)	47	(11)	1	(6)	10	(28)	0	(0)	8	(27)	0	80
Black Female	35	(24)	158	(36)	4	(24)	24	(67)	3	(23)	21	(70)	75	88
Black Total	43	(30)	205	(47)	5	(29)	34	(94)	3	(23)	29	(97)	60	85
Hispanic Male	12	(1)	6	(1)	1	(6)	1	(3)	1	(8)	0	(0)	100	0
Hispanic Female	14	(10)	7	(2)	1	(6)	0	(0)	1	(8)	0	(0)	100	0
Hispanic Total	26	(18)	13	(3)	2	(12)	1	(3)	2	(15)	0	(0)	100	0
Other Male	28	(20)	66	(15)	4	(24)	0	(0)	2	(15)	0	(0)	50	0
Other Female	46	(32)	151	(35)	6	(35)	1	(3)	6	(46)	1	(3)	100	100
Other Total	74	(52)	217	(50)	10	(59)	1	(3)	8	(62)	1	(3)	80	100
Male Total	48	(34)	119	(27)	6	(35)	11	(31)	3	(23)	8	(27)	50	73
Female Total	95	(66)	316	(73)	11	(65)	25	(69)	10	(77)	22	(73)	91	88
Total	143	(100)	435	(100)	17	(100)	36	(100)	13	(100)	30	(100)	76	83

Figure 22. SUMMARY OF ON-CAMPUS RECRUITING OUTSIDE OF THE STATE OF TEXAS FOR 1982 and 1983.

ETHNICITY/SEX	INTERVIEWS 1982 N	%	INTERVIEWS 1983 N	%	SUBMITTED APPLICATIONS** 1982* N	%	SUBMITTED APPLICATIONS** 1983 N	%	OFFERS*** 1982 N	%	OFFERS*** 1983 N	%	ACCEPTANCES 1982 N	%	ACCEPTANCES 1983 N	%	ACCEPTANCE RATE 1982 %	ACCEPTANCE RATE 1983 %
Black Male	15	(2)	62	(6)	11	(3)	39	(6)	2	(2)	11	(12)	1	(1)	8	(11)	50	73
Black Female	72	(10)	206	(20)	31	(7)	100	(14)	13	(16)	34	(38)	10	(14)	26	(37)	77	76
Black Total	87	(13)	268	(25)	42	(10)	139	(20)	15	(18)	45	(50)	11	(16)	34	(48)	73	76
Hispanic Male	34	(5)	33	(3)	11	(3)	21	(3)	4	(5)	2	(2)	4	(6)	1	(1)	100	50
Hispanic Female	94	(14)	107	(10)	51	(12)	61	(9)	21	(25)	13	(14)	17	(24)	9	(13)	81	69
Hispanic Total	128	(18)	140	(13)	62	(14)	82	(12)	25	(30)	15	(17)	21	(30)	10	(14)	84	67
Other Male	102	(15)	170	(16)	68	(16)	107	(15)	13	(16)	7	(8)	10	(14)	6	(8)	77	86
Other Female	378	(54)	476	(45)	265	(61)	373	(53)	30	(36)	23	(26)	28	(40)	21	(30)	93	91
Other Total	480	(69)	646	(61)	333	(76)	480	(68)	43	(52)	30	(33)	38	(54)	27	(38)	88	90
Male Total	151	(22)	265	(25)	90	(21)	167	(24)	19	(23)	20	(22)	15	(21)	15	(21)	79	75
Female Total	544	(78)	789	(75)	347	(79)	534	(76)	64	(77)	70	(78)	55	(79)	56	(79)	86	80
Total	695	(100)	1,054	(100)	437	(100)	701	(100)	83	(100)	90	(100)	70	(100)	71	(100)	84	79

*Information unobtainable for 48 interviewees.

**Percentage of applications submitted by persons who were interviewed on campus: Blacks, 48% in 1982 and 52% in 1983; Hispanics, 48% in 1982 and 58% in 1983; Other, 69% in 1982 and 74% in 1983.

***Percentage of offers among persons interviewed on campus who submitted applications: Blacks, 36% in 1982 and 32% in 1983; Hispanics, 40% in 1982 and 18% in 1983; Others, 13% in 1982 and 6% in 1983.

Figure 23. SUMMARY OF ON-CAMPUS RECRUITING FOR 1982 AND 1983.

Ethnicity/Sex	INTERVIEWS				OFFERS				ACCEPTANCES				ACCEPTANCE RATE	
	1982		1983		1982		1983		1982		1983		1982	1983
	N	%	N	%	N	%	N	%	N	%	N	%	%	%
Black Male	10	(1)	17	(2)	4	(2)	3	(2)	3	(2)	3	(2)	75	100
Black Female	47	(7)	57	(8)	16	(8)	24	(14)	13	(7)	17	(11)	81	71
Black Total	57	(8)	74	(10)	20	(9)	27	(16)	16	(9)	20	(13)	80	74
Hispanic Male	22	(3)	29	(4)	8	(4)	6	(3)	6	(3)	5	(3)	75	83
Hispanic Female	92	(13)	139	(20)	53	(25)	46	(27)	44	(24)	44	(28)	83	96
Hispanic Total	114	(17)	168	(24)	61	(29)	52	(30)	50	(28)	49	(31)	82	94
Other Male	87	(13)	90	(13)	24	(11)	15	(9)	21	(12)	15	(9)	88	100
Other Female	431	(63)	376	(53)	106	(50)	79	(46)	94	(52)	74	(47)	89	94
Other Total	518	(75)	466	(66)	130	(62)	94	(54)	115	(64)	89	(56)	88	95
Male Total	119	(17)	136	(19)	36	(17)	24	(14)	30	(17)	23	(15)	83	96
Female Total	570	(83)	572	(81)	175	(83)	149	(86)	151	(83)	135	(85)	86	91
Total	689	(100)	708	(100)	211	(100)	173	(100)	181	(100)	158	(100)	86	91

Figure 24. SUMMARY OF OFFICE RECRUITING FOR 1982 AND 1983.

Ethnicity/Sex	INTERVIEWS				OFFERS				ACCEPTANCES				ACCEPTANCE RATE	
	1982		1983		1982		1983		1982		1983		1982	1983
	N	%	N	%	N	%	N	%	N	%	N	%	%	%
Black Male	25	(2)	79	(4)	6	(2)	14	(5)	4	(2)	11	(5)	67	79
Black Female	119	(9)	263	(15)	29	(10)	58	(22)	23	(9)	43	(19)	79	74
Black Total	144	(10)	342	(19)	35	(12)	72	(27)	27	(11)	54	(24)	77	75
Hispanic Male	56	(4)	62	(4)	12	(4)	8	(3)	10	(4)	6	(3)	83	75
Hispanic Female	186	(13)	246	(14)	74	(25)	59	(22)	61	(24)	53	(23)	82	90
Hispanic Total	242	(17)	308	(17)	86	(29)	67	(25)	71	(28)	59	(26)	83	88
Other Male	189	(14)	260	(15)	37	(13)	22	(8)	31	(12)	21	(9)	84	95
Other Female	809	(58)	852	(48)	136	(46)	102	(39)	122	(49)	95	(41)	90	93
Other Total	998	(72)	1,112	(63)	173	(59)	124	(47)	153	(61)	116	(51)	88	94
Male Total	270	(20)	401	(23)	55	(19)	44	(17)	45	(18)	38	(17)	82	86
Female Total	1,114	(80)	1,361	(77)	239	(81)	219	(83)	206	(82)	191	(83)	86	87
Total	1,384	(100)	1,762	(100)	294	(100)	263	(100)	251	(100)	229	(100)	85	87

Figure 25. SUMMARY OF RECRUITING FOR 1982 AND 1983 (CAMPUS AND OFFICE).

Figure 26 compares the recruiting efforts and actual hires in 1983 with those of 1982. This comparison was performed by computing a 1982/1983 interview ratio for recruiting effort and a 1982/1983 acceptance ratio for actual hiring. Some findings from the figure are listed below.

a. In 1983, the on-campus recruiting effort for Blacks in the State of Texas was 1.4 times greater than in 1982; however, it produced only .6 of the hires it produced in 1982. For Hispanics the recruiting effort was 1.2 times greater and produced only .5 of the hires it produced in 1982.

b. In 1983, the on-campus recruiting effort for Blacks outside the State of Texas was 4.8 times greater than in 1982 and it produced 9.7 times the hires it produced in 1982. For Hispanics the recruiting effort was .5 times that of 1982 and produced zero hires.

c. In 1983, the office recruiting effort for Blacks was 1.3 times greater than in 1982 and it produced 1.3 times the hire it produced in 1982. For Hispanics the recruiting effort was 1.5 times greater and it produced about the same number of hires as in 1982.

d. In 1983, the overall recruiting effort for Blacks was 2.4 times greater than in 1982 and it produced twice the hires it produced in 1982. For Hispanics the recruiting effort was 1.3 times greater and it produced only .8 of the hires it produced in 1982.

e. All together, the recruiting effort in 1983 was 1.3 times greater than the recruiting effort in 1982. However, it produced only .9 of the hires it produced in 1982.

The pool from which individuals were hired includes, in addition to individuals recruited in 1982 and 1983, persons with applications on file from previous years. In fact, more than one-half of those hired had applications on file in previous years. Persons in this group probably have an advantage in being hired because many of them are known by the principals. Often they are former teachers or have worked frequently as substitute teachers. Figure 27 provides data on all individuals who were made offers and hired in 1982 and 1983.

ETHNICITY	ON-CAMPUS RECRUITING IN TEXAS		ON-CAMPUS RECRUITING OUTSIDE TEXAS		ALL ON-CAMPUS RECRUITING		OFFICE RECRUITING		ALL RECRUITING	
	Interv.	Accept.	Interv.	Accept.	Interv.	Accept.	Interv.	Accept.	Interv.	Accept.
Black	1.4	.6	4.8	9.7	3.1	3.1	1.3	1.3	2.4	2.0
Hispanic	1.2	.5	.5	0	1.1	.5	1.5	1.0	1.3	.8
Other	1.0	.9	2.9	.1	1.3	.7	.9	.8	1.1	.8
Male	1.4	.6	2.5	2.7	1.8	1.0	1.1	.8	1.5	.8
Female	1.0	.8	3.3	2.2	1.5	1.0	1.0	.9	1.2	.9
Total	1.1	.7	3.0	2.3	1.5	1	1.0	.9	1.3	.9

Figure 26. RECRUITING EFFORT RATIOS $\left(\frac{\text{1983 INTERVIEWS}}{\text{1982 INTERVIEWS}}\right)$ AND HIRING RATIOS $\left(\frac{\text{1983 ACCEPTANCES}}{\text{1982 ACCEPTANCES}}\right)$ BY ETHNICITY AND SEX.

Figure 27 indicates that in 1982 the percentages of new hires who were Black or Hispanic were below the percentage goals established by the District as part of the Faculty/Staff Recruitment Plan (Black, 15-20%; Hispanic, 25-30%; Others, 50-55%). *However, in 1983, the percentage of new hires who were Black fell within the percentage goal range established for Blacks, and the percentage who were Hispanic was only 3% below the bottom of the target range.*

The figure also shows that in 1983 there were more job offers among all Blacks and Anglo/Others with applications on file than there were in 1982; however, in the case of Hispanics, there were less. The acceptance rate of Anglo/Others decreased from 94% to 56% while that of Blacks decreased from 90% to 70% and that of Hispanics remained the same at 90%.

What is the ethnicity of teachers placed in "highly visible positions" in AISD?

The Consent Decree on the desegregation of the AISD commits the District to make a special effort and to give high priority to the placement of minorities in "highly visible positions" such as coaches, band and choral directors, etc. Figure 28 shows the assignment of individuals by ethnicity to these positions at the junior and senior high levels during 1982 and 1983. Findings from the figure are listed below.

a. In 1982, the assignments at junior high were more consistent with the Consent Decree than at high school. However, in 1983, there were no Black assignments at junior high. Hispanic assignments decreased at junior high (from 2 to 1) and assignments of both minority groups increased at high school in 1983 (Black: from 2 to 5; Hispanic: from 2 to 4).

b. In 1983, the percentage of Black personnel placed in "highly visible positions" was similar to their representation in the hired population (14% vs. 15%). In 1982, this percentage exceeded Black representation (19% vs. 10%). (See also Figure 27.)

c. In 1983, the percentage of Hispanic personnel placed in "highly visible positions" was smaller than their representation in the hired population (14% vs. 22%). In 1982, a similar trend was observed (13% vs. 23%). (See also Figure 27.)

Ethnicity/Sex	OFFERS				ACCEPTANCES				ACCEPTANCE RATE	
	1982		1983		1982		1983		1982	1983
	N	%	N	%	N	%	N	%	%	%
Black Male	11	(2)	30	(4)	8	(1)	22	(4)	73	73
Black Female	57	(9)	83	(10)	53	(9)	57	(11)	93	69
Black Total	68	(11)	113	(14)	61	(10)	79	(15)	90	70
Hispanic Male	25	(4)	19	(2)	23	(4)	15	(3)	92	79
Hispanic Female	126	(20)	106	(13)	113	(19)	97	(19)	90	92
Hispanic Total	151	(23)	125	(15)	136	(23)	112	(22)	90	90
Other Male	98	(15)	116	(14)	89	(15)	61	(12)	91	53
Other Female	328	(51)	458	(56)	312	(52)	263	(51)	95	57
Other Total	426	(66)	574	(71)	401	(67)	324	(63)	94	56
Male Total	134	(21)	165	(20)	120	(20)	98	(19)	90	59
Female Total	511	(79)	647	(80)	478	(80)	417	(81)	94	64
Total	645	(100)	812	(100)	598	(100)	515	(100)	93	63

Figure 27. SUMMARY OF PROFESSIONAL HIRING IN 1982 AND 1983. Total of recruiting and hiring from applications already on file.

TYPE OF SCHOOL	POSITION	ETHNICITY							
		BLACK		HISPANIC		OTHER		TOTAL	
		1982	1983	1982	1983	1982	1983	1982	1983
Junior High	Band Director	0	0	0	0	4	1	4	1
	Assistant Coaches, All Sports	2	0	1	1	2	3	5	4
	Pep Squad Sponsors	1	0	1	0	0	0	2	0
	Orchestra	1	0	0	0	0	0	1	0
	Subtotal	4	0	2	1	6	4	12	5
	(Percent)	(33)	(0)	(17)	(20)	(50)	(80)	(100)	(100)
Senior High	Band Director	0	0	0	0	1	2	1	2
	Assistant Band Director	0	0	1	0	1	3	2	3
	Assistant Coach	2	2	1	2	3	6	6	10
	Head Coach	0	3	0	2	7	8	7	13
	Choral Director	0	0	0	0	3	1	3	1
	Drill Team	0	0	0	0	1	2	1	2
	Subtotal	2	5	2	4	16	22	20	31
	(Percent)	(10)	(16)	(10)	(13)	(80)	(71)	(100)	(100)
	GRAND TOTAL	6	5	4	5	22	26	32	36
	(Percent)	(19)	(14)	(13)	(14)	(69)	(72)	(100)	(100)

Figure 28. THE NUMBER OF PERSONNEL BY ETHNICITY ASSIGNED TO "HIGHLY VISIBLE POSITIONS" IN 1982 AND 1983.

Summary

In this chapter the recruiting and hiring efforts of the District were examined. This examination revealed the following for 1983:

a. The percentage of new professional hires who were Black fell within the percentage goal range established for Blacks; and the percentage who were Hispanic was only 3% below the bottom of the target range.

b. The District put more effort in recruiting Blacks than in recruiting Hispanics and Anglo/Others.

c. Except for the case of Blacks, there were fewer job offers among all individuals recruited in 1983 than in 1982.

d. There were more job offers among all Blacks and Anglo/Others with applications on file than there were in 1982.

e. The acceptance rate among all Anglo/Others with applications on file decreased 38% from 1982 to 1983, while among Blacks it decreased 20% and among Hispanics it remained the same.

f. On-campus recruiting was more successful in hiring Blacks than office recruiting; for Hispanics on-campus recruiting was less successful than office recruiting.

g. On-campus recruiting outside the State of Texas was more successful in hiring Blacks than in-Texas recruiting; for Hispanics on-campus recruiting outside the State of Texas was less successful than in-Texas recruiting.

h. The District hired Black professionals at about 2.21 times the rate they received TEA teacher certificates. Hispanics were hired at about 1.55 times the rate certified. Compared to the 1982 figures, this represents an increase for Blacks and a decrease for Hispanics.

i. The percentage of Black personnel placed in "highly visible positions" was similar to their representation in the hired population. The percentage of Hispanic personnel placed in "highly visible positions" was smaller than their representation in the hired population.

V

Current Staffing Patterns

How close is the District to achieving its goal of ethnic parity of the student body and the professional staff?

Figure 29 presents the number and percent of professionals employed in December, 1981, 1982, and 1983, and the number and percent of hires and losses by ethnicity.

This figure reveals that:

a. In 1983, the numbers for Black professionals increased dramatically compared to the previous year (net change in 1982=+8, net change in 1983=+44). For the Hispanic, the increase was less than in the previous year (net change in 1982=+57, net change in 1983=+49).

b. The District lost less of its professionals in 1983 than in 1982 (14% vs. 15%). The three groups did not leave at the same rate. The percentage of each group who left in 1982 and in 1983 appears below.

	1982	1983
Black	11%	7%
Hispanic	17%	12%
Other	15%	15%

Every minority group member who leaves the District must be replaced before the percentage of minority professionals can increase. In 1982, two-thirds of the Black and Hispanic professionals hired replaced minorities who left the District; i.e., only one-third helped to meet the recruitment goals. In 1983, one-half of the Black and Hispanic professionals hired replaced minorities who left the District; thus, one-half helped to meet the recruitment goals. This reflects an improvement in both recruiting and retaining minority professionals.

ETHNICITY	EMPLOYED DEC. 1981		HIRES IN 1982		EMPLOYED DEC. 1982		LOSSES*		NET** CHANGE
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
Black	476	(12.9)	61	(10.2)	484	(12.9)	53	(9.8)	+8
Hispanic	475	(12.9)	136	(22.7)	532	(14.2)	79	(14.7)	+57
Other	2,738	(74.2)	401	(67.1)	2,732	(72.9)	407	(75.5)	-6
Total	3,689	(100.0)	598	(100.0)	3,748	(100.0)	539	(100.0)	+59

ETHNICITY	EMPLOYED DEC. 1982		HIRES IN 1983		EMPLOYED DEC. 1983		LOSSES*		NET** CHANGE
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
Black	484	(12.9)	79	(15.3)	528	(14.1)	35	(6.9)	+44
Hispanic	532	(14.2)	112	(21.7)	581	(15.5)	63	(12.4)	+49
Other	2,732	(72.9)	324	(62.9)	2,645	(70.5)	411	(80.7)	-87
Total	3,748	(100.0)	515	(100.0)	3,754	(100.0)	509	(100.0)	+6

*Losses=Employed previous year + Hires following year - Employed following year.
**Net Change = Number Hires - Number Losses.

Figure 29. CHANGE IN EMPLOYMENT PATTERNS FOR PROFESSIONALS FROM 1981 TO 1983.

Figure 30 presents the Faculty/Staff goal of student ethnic parity and the deviations from the goals for professionals employed by the District. In 1983, the District had 682 minority individuals less than it needed to meet the desired goal. This represents an improvement from last year's figure (753). In 1983, the District got closer to meeting the goal; the deviations from the goal were less than in 1982 (in 1982, Black=-236, Hispanic=-517; in 1983, Black=-197, Hispanic=-485).

Figure 31 presents the goals established for recruitment and hiring purposes. This figure shows that the recruitment and hiring of Blacks improved dramatically in 1983; the number of hires (79) fell within the values of the goal range specified for Blacks (77-103). Thus, it did not deviate from the goal range. For the Hispanics, however, the deviation increased from -14 in 1982 to -17 in 1983.

How close could the District have come to reaching its goals in 1983? Assume that minorities were hired into all 515 professional positions that were filled during 1983. Allocate to each minority group a certain number of these positions based on their underrepresentation in the professional staff. To determine what proportion of the 515 positions to allocate to a minority group, first calculate the deviation of this group from its goals. Now divide this number by the total deviation across all minority groups. The resulting number is the proportion of the 515 positions to be allocated to that minority group. The allocations were calculated to be 149 Blacks (29%) and 366 Hispanics (71%). Figure 32 illustrates the consequences of these allocations. This figure reveals that the District would have reached its goal for Blacks in 1983 if the drastic actions described above had been taken.

Figure 33 shows how close the District would have come to reaching its goals in 1983 if the proportion of minority hires had been limited to the highest percentages of the Faculty/Staff recruitment goal ranges established for minorities (Black, 20%; HIspanic, 30%) and the proportion of Other hires had been limited to the lowest percentage of the goal range established for Other professionals (50%). The figure reveals that the District would not have reached its goals in 1983; however, it would have made a more noticeable progress in the case of Hispanics.

A substantial effort is required to reach the desired parity for professional personnel since the District is out of kilter by 682 minority individuals. Assuming that the makeup of the student body remains the same and that the current rate of improvement continues, it will take four and ten years for the District to reach the District's goals for Blacks and Hispanics, respectively.

ETHNICITY	DECEMBER 1982						DECEMBER 1983					
	GOAL*		EMPLOYED		DEVIATION		GOAL*		EMPLOYED		DEVIATION	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Black	720	(19.2)	484	(12.9)	-236	(-6.3)	725	(19.3)	528	(14.1)	-197	(-5.2)
Hispanic	1,049	(28.0)	532	(14.2)	-517	(-13.8)	1,066	(28.4)	581	(15.5)	-485	(-12.9)
Other	1,979	(52.8)	2,732	(72.9)	+753	(+20.1)	1,963	(52.3)	2,645	(70.5)	+682	(+18.2)
Total	3,748	(100.0)	3,748	(100.0)	0	0	3,754	(100.0)	3,754	(100.0)	0	0

*Based on student ethnic distribution

Figure 30. AISD EMPLOYMENT PATTERNS FOR PROFESSIONALS AND FACULTY/STAFF EMPLOYMENT GOALS.

	DECEMBER 1982						DECEMBER 1983					
	GOAL		HIRES		DEVIATION*		GOAL		HIRES		DEVIATION*	
ETHNICITY	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Black	90-120	(15-20)	61	(10.2)	-29	(-4.8)	77-103	(15-20)	79	(15.3)	0	0
Hispanic	150-179	(25-30)	136	(22.7)	-14	(-2.3)	129-154	(25-30)	112	(21.7)	-17	(-3.3)
Other	299-329	(50-55)	401	(67.1)	+72	(+12.1)	258-283	(50-55)	324	(62.9)	+66	(+7.9)
Female	-	-	478	(79.9)	-	-	-	-	417	(81.0)	-	-
Male	-	-	120	(20.1)	-	-	-	-	98	(19.0)	-	-
Total	598	(100)	598	(100.0)	-	-	515	(100)	515	(100.0)	-	-

*Negative sign indicates deviation from lowest value of goal range.
Positive sign indicates deviation from highest value of goal range.
Zero indicates number or percent of hires falls within values of goal range.

Figure 31. AISD HIRING PATTERNS FOR PROFESSIONALS AND FACULTY/STAFF RECRUITMENT GOALS.

ETHNICITY	Actual Outcome December, 1982		Hypothetical Hiring Pattern		Projected December, 1983		Actual Hiring Pattern		Actual Outcome December, 1983	
	NUMBER	PERCENT	HIRES	LOSSES	NUMBER	PERCENT	HIRES	LOSSES	NUMBER	PERCENT
Black	484	(12.9)	149	35	598	(15.9)	79	35	528	(14.1)
Hispanic	532	(14.2)	366	63	835	(22.2)	112	63	581	(15.5)
Other	2,732	(72.9)	0	411	2,321	(61.8)	324	411	2,645	(70.5)
Total	3,748	(100.0)	575	509	3,754	(100.0)	515	509	3,754	(100.0)

Figure 32. PROJECTED OUTCOME IF ALL HIRES HAD BEEN LIMITED TO MINORITY APPLICANTS IN 1983.

ETHNICITY	Actual Outcome December, 1982		Hypothetical Hiring Pattern		Projected December, 1983		Actual Hiring Pattern		Actual Outcome December, 1983	
	NUMBER	PERCENT	HIRES	LOSSES	NUMBER	PERCENT	HIRES	LOSSES	NUMBER	PERCENT
Black	484	(12.9)	103	35	552	(14.7)	79	35	528	(14.1)
Hispanic	532	(14.2)	154	63	623	(16.6)	112	63	581	(15.5)
Other	2,732	(72.9)	258	411	2,579	(68.7)	324	411	2,645	(70.5)
Total	3,748	(100.0)	515	509	3,754	(100.0)	515	509	3,754	(100.0)

Figure 33. PROJECTED OUTCOME IF MINORITY HIRES HAD BEEN LIMITED TO THE HIGHEST PERCENTAGE OF THE FACULTY/STAFF RECRUITMENT GOAL RANGE (BLACK, 20%; HISPANIC, 30%) AND OTHER HIRES HAD BEEN LIMITED TO THE LOWEST PERCENTAGE GOAL RANGE (50%).

How close is the District to achieving its goal of ethnic parity of the student body and the administrative staff?

Figure 34 presents the number and percent of individuals employed in December, 1981, 1982, and 1983, the goals, and the deviations from the goals for administrators in the District. Figure 35 presents the goals established for recruitment and hiring purposes. These figures show that:

a. In 1982 and 1983, a slight gain was made in the number of Hispanic administrators; in 1983, a slight gain was made in the number of Black administrators.

b. The District was short 10 Black and 30 Hispanic administrators in 1982; it was short 7 Black and 28 Hispanic administrators in 1983.

c. The District is closer to reaching its goal for Black administrators than it is for Hispanic administrators.

d. The total number of new Black administrators (7) was higher than the goal range specified for Blacks (4-5) and the total number of new Hispanic administrators (7) fell within the goal range specified for Hispanics (6-8).

Assuming that the current rate of improvement continues, it will take four and fourteen years for the District to reach the desired goals for Blacks and Hispanics, respectively.

Summary

In this chapter the current staffing patterns of the District were examined. This examination revealed the following for 1983:

a. Overall, the District has made an improvement in both recruiting and retaining minority professionals.

b. At the professional level, the number of Black hires increased dramatically, while the number of Hispanic hires decreased.

c. The District got closer to meeting the Faculty/Staff goal of student ethnic parity; however, a substantial effort is required to actually reach the goal.

d. The District is closer to meeting its goal for administrators than it is for professionals.

e. The District is closer to meeting its goal for Blacks than it is for Hispanics.

ETHNICITY	DECEMBER 1981 NUMBER	DECEMBER 1981 PERCENT	DECEMBER 1982 NUMBER	DECEMBER 1982 PERCENT	NET CHANGE	GOAL* NUMBER	GOAL* PERCENT	DEVIATION NUMBER	DEVIATION PERCENT
Black	50	(15.8)	50	(16.0)	0	60	(19.2)	-10	(-3.2)
Hispanic	55	(17.4)	57	(18.3)	+2	87	(28.0)	-30	(-9.7)
Other	212	(66.9)	205	(65.7)	-7	165	(52.8)	+40	(+12.9)
Total	327	(100.0)	312	(100.0)	-5	312	(100.0)	0	0

ETHNICITY	DECEMBER 1982 NUMBER	DECEMBER 1982 PERCENT	DECEMBER 1983 NUMBER	DECEMBER 1983 PERCENT	NET CHANGE	GOAL* NUMBER	GOAL* PERCENT	DEVIATION NUMBER	DEVIATION PERCENT
Black	50	(16.0)	52	(17.0)	+2	59	(19.3)	-7	(-2.3)
Hispanic	57	(18.3)	59	(19.3)	+2	87	(28.4)	-28	(-9.1)
Other	205	(65.7)	194	(63.6)	-11	159	(52.3)	+35	(+11.3)
Total	312	(100.0)	305	(100.0)	-7	305	(100.0)	0	0

*Based on student ethnic distribution

Figure 34. ADMINISTRATOR CHANGES AND FACULTY/STAFF EMPLOYMENT GOALS.

ETHNICITY/SEX	GOAL		NEW HIRES		PROMOTIONS		TOTAL NEW ADMINISTRATORS		DEVIATION*	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Black	4-5	(15-20)	6	(33.3)	1	(14.3)	7	(28.0)	+2	(+8.0)
Hispanic	6-8	(25-30)	4	(22.2)	3	(42.9)	7	(28.0)	0	0
Other	13-14	(50-55)	8	(44.4)	3	(42.9)	11	(44.0)	-2	(-6.0)
Female	-	-	9	(50.0)	4	(57.1)	13	(52.0)	-	-
Male	-	-	9	(50.0)	3	(42.9)	12	(48.0)	-	-
Total	25	(100.0)	18	(100.0)	7	(100.0)	25	(100.0)	-	-

*Negative sign indicates deviation from lowest value of goal range.
Positive sign indicates deviation from highest value of goal range.
Zero indicates number or percent of hires falls within values of goal range.

Figure 35. NEW AISD ADMINISTRATORS IN 1983 AND FACULTY/STAFF RECRUITMENT GOALS.

FACULTY STAFF RECRUITMENT PLAN

I. PHILOSOPHY

The Board of Trustees and the Superintendent of the Austin Independent School District are committed to quality education for all of its students. We also believe that equal employment and equal promotional opportunities for all of its employees enhance that commitment.

II. RATIONALE

The present composition of our student body is 59% Anglo, 24% Mexican-American, and 17% Black. Public schools reflect a cross section of society from all ethnic, socio-economic and other phases of the community. To provide in-depth education, the schools need to provide in the learning environment an opportunity for children to experience highly qualified representatives of all ethnic groups and cultures as a part of their education, since they need to learn and to function in a pluralistic world. The education of a youngster should be the top priority for schools; exposure to full learning is vital to the survival of our country and its total welfare. We believe, therefore, that the recruitment of professional representatives from all major groups is an essential aspect of the education of children.

III. GOALS - LONG RANGE

A. The Austin Independent School District will make a continuous effort to place male and female representation at all levels of employment whenever possible.

B. The Austin Independent School District will make a continuous effort to attain the ethnic percentages of professional personnel at all levels which approximately correspond to the ethnic percentages of pupil enrollment.

IV. SHORT-RANGE EXPECTATIONS AND GOALS

A. Current Expectations or Activities

Information gathered by the Department of Staff Personnel indicates that in the next few years the Austin Independent School District can expect that:

1. The percentage of Black professionals can be maintained at approximate current levels.

2. The percentage of Mexican American professionals will probably increase at a rate of about 1 to 1½ percent per year.

3. The percentage of other ethnic groups will decline proportionately as minority percentages increase.

IV. SHORT-RANGE EXPECTATIONS AND GOALS (continued)

B. Goals:

1. While the information gathered to this point indicates that the preceding conclusions are reasonable, they should not be accepted as final. Instead, it should be the goal of the District to exceed these expectations if at all possible, and to be committed each year to move as far as possible toward the long-range goals. The long-range goals are to be achieved within a five- to seven-year period.

2. The recruiting of Black professionals should receive an especially high priority in order to reverse the present trend.

3. The recruiting of Mexican American professionals should continue at a high level in order to exceed the current level of increase.

4. The recruitment and promotion of women into administrative positions will, also, receive a high priority.

C. Monitoring:

The District should continue to monitor its progress in faculty/staff recruiting and report to the Board each year any changes in expectations or success.

V. OBJECTIVES

The Austin Independent School District will demonstrate commitment to the above goals by the following:

A. The use of a broad base of commitment to the above goals by the following actions:

1. Each year, every school principal and supervisor of special units will, in consultation with the Department of Staff Personnel, develop a "goal commitment" (see Attachment A) outlining current staff compositions, goals for changes, and plans to enhance the success of new staff members. This will become a planning document for staffing.

2. Copies of these "goal commitments" will be given to the Department of Staff Personnel for guidance in recruitment and employment.

3. Under the direction of the Superintendent, each Division will work to prepare a "goal commitment" for each Division similar to those prepared by the principals. (See Attachment B).

B. Ensure that administrative measures are taken to see that personnel recruited will be successful by:

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1. The Department of Staff Personnel taking those steps available to screen applicants for needed competencies before employment.

2. The Department of School-Community Relations providing a special workshop for beginning teachers prior to the beginning of the school year which will concentrate on personal adjustment and preparation as well as professional preparation for instruction and classroom management.

3. The Department of School-Community Relations organizing alumni groups in assisting new teachers from specific colleges in becoming a part of the Austin community.

4. The entire support staff of the District ensure that the available staff in the District has as a high priority making their help available to these new personnel, especially during the first year the personnel are new in the District. (See Attachment B, Item IV).

C. Enhance the recruitment process through appropriate involvement of as much of the District's staff as possible through such activities as:

1. All administrative staff members will continue actively to encourage and solicit able representatives of minority groups to apply through the Department of Staff Personnel for teaching positions in the Austin schools. This would include writing to friends, seeking the names of individuals to encourage them to come to Austin. Recruitment might include participation by the administrative staff of the Austin Independent School District in meeting with representatives of teacher-training institutions in efforts to get deans, department chairmen, professors of elementary and secondary education to recruit actively on our behalf and to provide us with names of promising people as a follow-up.

2. The Department of Staff Personnel and others will continue to develop close personal relationships with the following by means of one-to-one visits, letters of appreciation for services, et cetera:

   --college placement officers
   --college supervisors of student teachers
   --heads of educational departments
   --college deans

3. The Publications Office will develop a program for sending news items to college publications concerning activities of graduates who are Austin teachers.

4. The Department of Staff Personnel will make use of successful and personable ex-students in college recruitment efforts.

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D. The Department of Staff Personnel's recruiting abilities will be supported by:

1. A travel budget allowing extensive recruiting and use of teachers for advance work.

2. The Department of Staff Personnel having authority to offer contracts prior to formal School Board approval.

3. The continued use of one Special Education Supervisory Unit (approved by TEA) in Personnel to assist in hiring special education personnel and increase time available for minority recruiting and contact work.

4. The addition of one staff member who will have major responsibility for the coordination of recruiting.

5. The Office of Staff Development and Student Teaching entering into agreements with teacher-training institutions having large percentages of minority enrollment, which will provide Austin schools as laboratories for student teachers to provide more in-District minority applicant prospects.

6. The Department of Staff Personnel continuing to concentrate on ways to make contacts for applicants with the department more comfortable and personalized.

SUMMARY:

The stated goal of the School District to provide highly qualified representatives of each major ethnic group in the community can be best accomplished through goal commitments at each level of District operation. This goal commitment procedure will promote an evolving process that will ensure quality programs of staff recruitment, orientation, and assistance. Moreover, it will generate and maintain positive attitudes of administrators and staff and promote a positive, productive environment for all staff and students.